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ABSTRACT

Enrollment statistics and projections confirm the importance of focusing community college student recruitment and retention efforts on re-entry students. Re-entry students are a distinct and growing population whose educational requirements often differ from those of younger, traditional students. The literature on adult learners indicates that: (1) among the variety of reasons that adults return to school are that they have advanced as far as possible in their career field, they are demoralized by working long hours for low pay, or that their credentials are out-of-date; (2) curricula and instruction for adults should build on their prior learning and experiences; and (3) adult learners tend to be goal-oriented, interested in putting their knowledge to practical use, and affected by situational, dispositional, and institutional barriers to formal education. Marketing a community college education to this group should take advantage of existing knowledge about adult learners' goals, characteristics, and needs to select an appropriate communication method and message. While marketing efforts are being undertaken to sell the community college's "products," public relations efforts should focus on selling the college itself, with the lessons of communications theory applied to both efforts. Building upon the principles of marketing, public relations, and communication theory, and drawing from research findings on the effectiveness of various recruitment methods and programs for re-entry students, Sacramento City College (SCC) has developed two proposals to restructure and expand the college's re-entry program. One calls for the development of a comprehensive community relations plan based on other SCC recruitment models and re-entry programs to be incorporated into the college's overall marketing plan. The other calls for the development of a video to inform the community about re-entry education and promote SCC. Timelines, budgets, and an 83-item bibliography are included. (AYC)

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RE-ENTRY, RECRUITMENT, AND RETENTION:
A Community Relations Model for Sacramento City College

by
Maureen E. White

Revisions -- Draft #3
August 18, 1990

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Speech Communication Association (SCA)
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Re-entry, Recruitment, and Retention:
A Community Relations Model for
Sacramento City College

ABSTRACT

Statistics and projections give credence to why returning students need to be given more attention by community colleges. An innovative approach is for re-entry programs to take the lead in creating and coordinating a model community relations campaign to reach the diverse and potential re-entry audience. The challenge is to see not just the forest, but the heterogeneity of the trees. The challenge is not only to develop the unreached and not-yet-served markets, but to retain and support these students once they get to campus. A review of the literature looks at who these adult learners are, and why education is a critical part of their development; the importance of specific community and public relations strategies for specific re-entry populations; successful education recruitment and retention models; theories behind communicating messages effectively; what kinds of messages about education colleges give to their communities; the philosophy behind "selling" education (learning and knowledge) as a product; and an overview of the history and future trends of college re-entry programs. The recommendation is to create, coordinate, and implement a New Start Program, which is a counterpart, or complement to, Sacramento City College's successful Early Start Program for high school students.

"Fifteen years ago, if you were (a woman) over thirty on a college campus, people automatically assumed that you were faculty, staff, or somebody's mother. . ." (Mendelsohn)

"Just as the Statue of Liberty beckoned those new
to our shores, the community college beckons today:
Give us your young, and your not so young;
Give us your capable, and your not so capable;
Give us your minorities; and your homemakers;
Give us your employed, your underemployed,
your unemployed;
Give us those in society who have too long lingered
on the periphery of the American Dream;
And we will help them to become better students,
better workers, better citizens, better people."
(Townsend, 20)

Ways to know you are a returning student . . .

The music in the Student Union gives you a headache

You think you are the only student in class who doesn't know what the professor is talking about

You can remember when John F. Kennedy was President

You think ELO is a political group and Ted Nugent is a candy bar

You wonder how some people can spend 15 hours a day in the Student Union, doing nothing

You get nauseated watching a freshman eating a Twinkie and a Coke for breakfast

You've never played a video game

Everyone stares in disbelief when you tell them you're "just here to learn"

Your favorite shoes are older than most of your classmates

You suddenly notice one day that you are asking more questions than the rest of the class combined

You don't carry your books in a backpack

You suspect that the girl next to you paid more for her jeans than you paid for your first car

You're the first one to arrive in class and the last one to leave

Adapted from an article by Dale E. Reich, published in The Chronicle, dated April 14, 1982, Vol. 24, No. 7.

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PROBLEM STATEMENT

Introduction

Statistics confirm that college no longer exists solely for young adults right out of high school. The National Center for Education Statistics reports that by 1992, students 25 years or older are expected to account for 49% of the 11.8 million students enrolled, compared with 39% in 1982, and 31% in 1972. Whereas the enrollment of students under 25 years of age is expected to drop 20% from school year 1982-1983 to 1992-1993. The College Board predicts that by the end of this century, there will be more students 25 years of age on college campuses than under 25 years of age. Part-time enrollment of adults is expected to continue to outnumber full-time enrollment, and enrollment of adult women -- now over half of the total adult enrollment -- is expected to increase faster than that of adult men. (Haponski & McCabe, xv-xvi)

These projections give credence to why re-entry students need to be given more attention by community colleges. "Higher education can learn from the auto industry's mistakes," suggests Laurence Smith and Rita Abent of Eastern Michigan University. "Detroit ['s auto industry] believed it was invincible, that its markets would last forever. [It] ignored consumers who clamored for new products to meet their changing needs." (College Board, 1988: intro) Does this sound like the position many colleges take as they attempt to fit nontraditional students into the same mold as traditional students, completely ignoring special servicing needs? (College Board, 1988)

Less Time, More Options, More Barriers

Despite these statistics, reentry men and women still face major personal, situational,

and institutional barriers to coming back to school, including shortage of time, due to juggling multiple roles with job and family responsibilities; school-related anxieties such as rusty study skills and lack of self-confidence; lack of sufficient support services, including inadequate academic, personal and career counseling; inconvenient class scheduling; money problems; frustration over finding low cost, quality child care; age concerns; and facing major lifestyle transitions, such as divorce. Many of these are reasons students drop out of school, or never return.

Today men and women are facing more options and opportunities which can be explored and attained through higher education. And although adults are disovering that it is never too late to return to school, they may have more responsibilites and time commitments than their younger counterparts. They may also have more apprehension about returning to a world of studying, exams and grades. (CSU Northridge)

Re-entry students are a distinct and growing population whose educational requirements often differ from those of younger, traditional students. Because they have less time to spend in school, they need alternative, nontraditional college routes to learning and careers. They need the basic support services provided for traditional students, as well as additional services to help ease their transition back to school. In order to address these concerns the institution can focus on building relationships with these students, by defining their needs and objectives, and providing the programs and services that will help them succeed. There may be an "open door" policy of equal access, but many may not attend college if their basic academic, vocational, personal needs are not met. The bottom line is that all students want a quality education with the least amount of hassles.

There is no simple, all-inclusive profile for this nontraditional student. The general

definition of reentry is students who are returning to college after an interruption in their education. They are typically over 25, with such diverse lifestyles and experiences as single parents, displaced homemakers, disabled, employed, under-employed, unemployed, divorced, widowed, seniors, ethnic minorities, immigrants, professionals, welfare recipients, and low income. These students pursue education for various reasons.

The report Americans in Transition: Life Changes as Reasons for Adult Learning (1980) estimated that 60 million adults 25 years of age or older are involved in some form of learning activity each year. More than half of these adults were learning to prepare for changes in jobs or careers, and many turn to continuing education as a means for making the transition successfully.

The Role of the Community Colleges

California's community colleges are facing the challenge of educating this diverse and changing population. This system operates under an "open door" admission policy which provides equal access to top quality, lower-division transfer and vocational programs. Their mission includes serving both younger and older students, including those returning to school. (Master Plan, 1989) It is perhaps the most comprehensive and egalitarian of all the postsecondary institutions in the state. Since the 1970's there has been a shift in enrollment to more part-time students and an increase in vocational and technical programs. The demographic characteristics of these students mirror their respective larger communities. (Condren, 100-101)

Sacramento City College

One of the most significant areas in the state for growth and prosperity is the Sacramento region. Newsweek magazine highlighted Sacramento as one of the ten best cities to live in. In order to respond to the inevitable business and economic boom, the Los Rios Community College District is already projecting the development of future outreach centers and expansion of existing college sites and facilities to accommodate the demand for an educated and skilled workforce, and the influx of new students. The District's Policy Directions address the need for expanding current community relations and outreach activities.

From Fall, 1988 to Fall, 1989, the enrollment of Sacramento City College increased by 10.5% to approximately 17,800. More than half its students are reentry, with an average age of 27. With this kind of growth, why should the college continue to recruit? Communicating with adults in the community takes extra effort; they are not a "captive" audience like high school students. If recruitment of adults is to benefit both the community and the college, it must have administrative support and be carefully planned with many outreach components, and include a collaboration with the entire college campus, as opposed to an informal, or "shotgun" approach.

Research Questions

What community relations strategies are most effective in reaching and recruiting the diverse and potential reentry population? Specifically, how can Sacramento City College design a recruitment program to better serve these reentry students? What kinds of messages about education does the college give to its community? Who are the potential

adult learners? Why should they come back to school? How are they different from traditional learners? As part of the outreach plan, how will the college retain these students and adapt student services to meet their needs once they decide to return; i.e. how can the institution reposition programs and services to maximize their potential in serving new constituencies? What accommodations in curriculum and teaching could better serve the education demands of the new student population?

In an attempt to answer these questions, a review of the literature will look at who these adult learners are, and why education is a critical part of their development; the importance of specific community relations and marketing strategies for specific re-entry populations; successful education recruitment and retention models; theories behind communicating effective messages; the philosophy behind "selling" education (learning and knowledge) as a product; and an overview of the history and future trends of reentry programs.

The Challenge

I propose that community college re-entry programs take the lead in creating and coordinating a model community relations campaign to reach a diverse and potential reentry audience. This plan can persuade specific populations to return to school, and include developing and implementing programs to support and retain these students. Despite the publicity of an "open door" policy, many under-represented populations may not take advantage without the extra effort of a community relations plan. The challenge is to develop the unreached and not-yet-served markets, as well as to retain and support existing reentry students. The challenge is also to see not just the forest but the heterogeneity of the trees.

REVIEW OF THE LITERATURE

Profile of the Adult Learner

Who are adult learners and why would they come back to school? In 1976, Congress passed the Lifelong Learning Act, stating, "American society should have as a goal the availability of appropriate opportunities for lifelong learning for all its citizens." During the 1970's and early 1980's, state legislators supported many adult education programs, and corporations, labor unions, and foundations provided grants that immensely benefited the adult learner. (Haplonski & McCabe, xv-xvi)

According to Mendelsohn (1986), the following situations bring adults (women in particular) back to school:

* They have advanced as far as they can in a career and find out that what prevents them from taking the next step is a few courses or an additional degree;

* They have had it with the kind of demoralization that comes from working long hours for low pay in a variety of unpleasant settings. They seek work that offers more security and better possibilities of economic advancement;

* Their training has been on the back burner for many years while they concentrated on other areas of their lives. On close examination they find that their credentials are out-of-date or no longer in a field that interests them;

* They have spent many years working inside the home or for charitable organizations and discover -- for financial, emotional, or intellectual reasons -- that they need do do something else even though they aren't sure what it is. (1)

Malcolm Knowles (1981), in his classic work, The Adult Learner: A Neglected Species, proposes that adults learn differently than children and therefore should be treated

differently. (6) He cites other theorists whose contributions state that "learning is shown by a change in behavior as a result of experience." (Cronbach, 1963). Harris and Schwahn (1961) suggest "learning is essentially change due to experience" and distinguish learning as a product (the end result or outcome of a learning experience); learning as a process (which emphasizes what happens during the course of a learning experience in attaining a given learning product or outcome); and learning as function (certain critical aspects of learning, such as motivation, retention, and transfer, which presumably make bahavioral changes in human learning possible). Other theorists define learning in terms of growth, development or competencies, and fulfillment potential. (Knowles,7) Carl Rogers advocates experiential learning; it has a quality of personal involvement; it is self-initiated; it is pervasive (it makes a difference in the bahavior, attitudes, perhaps even the personality of the learner); it is evaluated by the learner; its essence is meaning. (Knowles, 9) Maslow (1970) sees the goal of learning to be self-actualization, ". . .the full use of talents, capacities, potentialities. . ." (9) Sidney Jourard (1972) developed the concept of independent learning: ". . .because man [woman] always and only learns by himself [herself]. . .Learning is not a task or problem; it is a way to be in the world. Man [woman] learns as he [she] pursues goals and projects that have meaning for him [her]. Perhaps the key to the problem of independent learning lies in the phrase 'the learner has the need and the capacity to assume responsibility for his [her] own continuing learning.'" (Knowles, 9-10)

In formulating his theory of adult learning or andragogy, Knowles' review of the literature includes such quotes as : "...in adult education the curriculum is built around the student's needs and interests..." (Lindeman, 1926); "...the resource of highest value in adult education is the learner's experience...Experience is the adult learner's living textbook."

(Lindeman, 1926); "...In an adult class the student's experience counts for as much as the teacher's knowledge." (Gessner, 1956). Knowles concept of andragogy is based on at least four main assumptions that are different from pedagogy, or conventional learning: (1) self-concepts change as one ages, moving from one of total dependency to increasing self-directedness; (2) as one matures, the role of experience provides a rich resource for learning and a broadening based to relate new learnings; (3) adults are ready to learn when they need to because of developmental phases they are approaching in their multifaceted roles; and (4) adults usually enter education with a problem-centered orientation to learning - there is an immediacy of application. (Knowles, 55-59)

Cyril Houle (1961) also offers an analysis of adult motivations to learn. Three types of adult learners emerge from his analysis: (1) the goal-oriented who learn to accomplish specific objectives; (2) the activity-oriented who learn to develop social contacts and relationships with others; and (3) the learning-oriented who seek knowledge for its own sake. (Aslanian & Brickell, 12)

In "Serving Lifelong Learners," Cowperthwaite's (1980) article looks at whether the traditional methods of "dispensing" higher education offer the best formats for learning, and examines other options. (57-67)

Aslanian and Brickell (1980) conducted an extensive two-year survey of 2,000 Americans 25 years of age and older to determine why, when, and what adults learn. They found out that most adults do not learn for the simple pleasure of learning, but intend to use the knowledge; adults learn in order to cope with change in their lives. 60% of their respondents felt that they would have to learn something in order to make a transition to a new job or career. In an examination of the literature they concluded that all adults are

in transition continually throughout their adult lives. Moving from one status of life to another requires the learning of new knowledge, new skills, and/or new attitudes or values. (34) Every adult who learned because of a transition pointed to a specific event in his or her life that signaled, precipitated, or triggered the transition and thus the learning. (114) However, not all adults choose formalized education for learning.

They cite Anderson and Darkenwald (1979): "Sociodemographic variables such as age, sex, income, and schooling appear to play a relatively modest role in influencing the educational participation and persistence behavior of American adults. . .Future research needs to employ more sophisticated conceptions of the participation process that include personal and situational variables (e.g., attitudes towards education, life change events such as marriage, job loss, and retirement, and awareness of adult education opportunities) that can reasonably be postulated to affect the nature and timing and engagement in further learning activities." (12)

Patricia Cross conducted surveys to find out why adults don't generally initiate formal learning. Her explanation is that there are: (1) situational barriers, or those arising from one's situation in life at a given time, such as lack of time due to home or job responsibilites and lack of child care, etc.; (2) dispositional barriers, or those referring to attitudes about learning and perceptions of oneself as a learner, such as feeling too old to learn, lack of confidence, and boredom; (3) institutional barriers, which include those erected by institutions that exclude or discourage certain groups of learners because of such things as inconvenient schedules and lack of sufficient support services. (Aslanian & Brickell, 14)

In A Model for Analyzing Human Adaptation to Transition, Schlossberg (1979) notes that there is a rising interest in the idea of adulthood as a time of change not only from

theorists and researchers in the social sciences, but also from practitioners in the helping professions, from the mass media, and from the general public. (Aslanian & Brickell, 25)

Schlossberg, et al, (1988) see the educational transition process as extending from the first moment one contemplates returning to school to the time when the experience is complete and integrated into one's life. The transition framework consists of three parts: moving into the learning environment, where adults need to become familiar with the new rules, norms and expectations; moving through is a process of balancing school with other activities, and getting support in sustaining their energy and commitment; and moving out as preparing to leave to move on to another transition, and the disorientation one experiences in leaving familiar surroundings, people, and ways of functioning and interacting. (14-16) The authors recommend that institutions establish an entry education center that coordinates the full range of services and programs so that adult students can build a solid relationship with the institutions. (65) And, as part of the moving out stage, to establish a culminating education center to assist with career planning and placement, as well as transitions to a new life. (168-190)

The Challenge of Marketing

According to Shaw, et al (1981), the role of marketing is to match the offered product or service with the values sought by the buyer, client, or patron. "Marketing in its simplest, yet most profound, sense is in the equation: satisfaction > cost; i.e. satisfaction is greater than, or at least equal to, cost, where satisfaction means the value received, or perceived, by the purchaser." (2) Shaw credits Stanton (1975) with a definition of marketing as "an integrated analysis and execution of those activities necessary to plan,

distribute, price, promote, and effect exchange of satisfying products and services to present and potential users." (4) Ingredients of the marketing mix are classified as the four P's: product, price, promotion, and placement, or distribution. This concept was first developed by Neil Borden in 1964. Shaw, et al, cite J.B. McKitterick of General Electric (1957) who stated that ". . .the principal task of the marketing function in a management concept is not so much to be skillful in making the customer do what suits the interest of the business as to be skillful in conceiving and then making business do what suits the interests of the customer." (12) Shaw feels that the ultimate may well have been expressed by Peter F. Drucker (1973) when he said: "...the aim of marketing is to make selling superfluous. . .to know and understand the customer so well that the product or service fits him [her] and sells itself. Ideally, marketing should result in a customer who is ready to buy." (12)

Pride and Ferrell (1985) offer another definition of marketing: "Marketing consists of individual and organizational activities aimed at facilitating and expediting exchanges within a set of dynamic environmental factors." (9) They state that a marketing strategy encompasses selecting and analyzing a target market (the group of people whom the organization wants to reach) and creating and maintaining an appropriate marketing mix (product, distribution, promotion, and price) that will satisfy those people. (25) Before one can do this, there is a need to collect in-depth, up-to-date information about these people and their needs. Marketers use two general approaches to identify their target markets: the total market approach and the market segmentation approach, which divides the people in a total market into smaller market groups consisting of people who have relatively similar product needs. (Shaw, et al, 64)

Once we know who our audience is, the role of promotion is to communicate with

individuals, groups, or organizations in the environment to directly or indirectly facilitate exchanges by influencing one or more of the audiences to accept a product. (Pride & Ferrell, 322). The promotional mix for a product or service may include four major communication methods: advertising (paid form of nonpersonal communication about an organization and/or its product that is transmitted to a target audience thorugh mass media); personal selling (the process of informing customers and persuading them through personal contact in an exchange situation); publicity (nonpersonal communication in news story form that is transmitted through a mass medium at no charge); and sales promotion. (Pride & Ferrell, 340-341) .

We want the communication method(s) we choose to match the audience. And, consumer decision-making would not be complete without taking into consideration Maslow's hierarchy of needs that motivate behavior: physiological, safety, love and belonging, esteem, and self-actualization, in which the individual strives for total fulfillment of maximum capabilities. (Shaw, et al, 47). Fowles (1982) elaborates on this by listing fifteen appeals of advertising. (273-290). Many adults seek education as the means to help guarantee that the basic needs will be satisfied. Education is often perceived as the means to a better job, therefore a better standard of living. Self-actualization is difficult to buy. This may be the ideal goal of education; an increase in self-esteem and self-image and confidence. Evans and Berman's (1988) psychological profile of a consumer combines personality, attitudes, class consciousness, perceived risk, innovativeness, importance of purchase, and motivation, which is the driving force within individuals that impels them to action. This driving force is produced by a state of tension, which exists as the result of an unfulfilled need. (86)

The Principles of Public Relations

Whereas marketing's primary objective is to sell an organization's products, public relations attempts to "sell" the organization itself.

Cutlip and Center (1982) state that for 50 years practitioners have sought to capture the essence of public relations and they give one definition as "the planned effort to influence opinion through good character and responsible performance, based upon mutually satisfying two-way communication." (16) This is accomplished through a myriad of persuasive techniques. Persuasion, primarily a communication process, is an effort to convey information in such a way as to get people to revise old pictures in their heads, or form new ones, and thus change their attitudes and behavior. In short, public relations seeks to communicate information in such a way as to persuade members of target groups that the behavior the communicator desires is socially sanctioned by their group. (Cutlip & Center, 111)

In order for an organization to survive and succeed in a rapidly changing society, it must develop radar systems to monitor and decipher these changes. Methodical, systematic research is the foundation of effective public relations. An organized practice of public relations is the continuing effort to bring about a harmonious adjustment between an institution and its publics. This process involves: (1) research-listening; (2) planning-decision making; (3) communication-action; and (4) evaluation. (Cutip & Center, 139-143). Seitel (1984) calls these four basic essentials the RACE formula: (1) research, (2) action, (3) communication, and (4) evaluation. (11) The research tools used to develop the message(s) we want to send to our audience(s) include personal contacts, advisory committees, surveys, and interviews.

The purpose of a message is tied to the objective of the communication. What is it you wish to accomplish? Accomplishment is tied to something tangible like increasing the enrollment of a college, not to something nebulous like improving the image of the institution. PR pioneer Edward L. Bernays is adamant about not even using the word image in a public relations context. Bernays says the word suggests that PR deals with shadows and illusions when in reality the practitioner deals with changing attitudes and actions to meet social objectives. (Newson & Scott, 194-195)

Community relations is similar to public relations, but not synonymous. Aronoff & Baskin (1983) cite William Gilbert's definition of community as, "A place of interacting social institutions which produce in the residents an attitude and practice of interdependence, cooperation, collaboration and unification. . .a web of social structures all closely interrelated." (240). There is an implicit reciprocal relationship of mutual benefit and impact on an institution and the community as a whole, or a community group.

Aronoff & Baskin assert that there is no single audience for community communication. "Community. . .refers not only to a group of people living in the same locality, but to the interaction of those people. . .In the past, the tendency was to treat a community as a rather simple entity -- a collection of people, a 'home town.' Today we are beginning to recognize each community as a complex dynamism of diverse, constantly changing, often powerful, and always important forces. (244) Once we understand the heterogeneity and structure of a community, we can respond by focusing and tailoring our messages to homogeneous sub-communities.

Communication Theory

Community relations deals with communication on many levels, including interpersonal communication, communication within and between organizations, and public communication, which involves mass media. [Ideally], to communicate effectively, the sender's words and symbols must mean the same thing to the receiver as they do to the sender. The word communication is derived from the Latin communis, meaning "common." The purpose of communication is to establish a commonness. A sender can encode a message and a receiver decode it only in terms of their own experience and knowledge. When there has been no common experience, [or perception of common experience] then communication becomes virtually impossible. Commonness in communication is essential to link people and purpose together in any cooperative system. (Cutlip & Center, 190-191).

Newsom and Scott (1985) cite communication specialist Don Fabun as saying, "Many of our problems in communication arise because we forget to remember that individual experiences are never identical." (191) The problem and challenge is communicating to large groups of people with multi-characteristics .

In public relations there is a choice of several theories to apply in planning message strategy to reach a goal. Early paradigms of "who says what to who with with effect" has become more sophisticated in terminology. The traditional communications model has evolved into the S-E-M-D-R model: (1) Source ; (2) Encoder; (3) Message, including content and medium; (4) Decoder; and (5) Receiver. Feedback is critical to this process since the communicator needs information from the receiver as to what messages are or are not getting through and how to structure future communications. (Seitel, 102-114) The theoretical base for much public relations theory about communication comes from Carl I.

Hovland's idea that to change attitudes [and behavior] you must change opinions and that involves communication. (Newsom & Scott, 191) The crucial question is deciding on what the message is and what kind of communication model is most effective in conveying that message.

In formulating a mass communication model, theorists Heibert, Ungurait, and Bohn, have suggested that the concept of dropping information into the public awareness is like dropping a pebble into a pool and then having its concentric rings strike shore and return. (Newsom & Scott, 201) All forms of mass communication or "public information" are aimed at influencing the behavior or response of the receiver or audience. But is mass communication the best way to reach large and diverse communities?

Conversely, Cutlip & Center see contemporary public relations practice as a communication model that takes into account the relay and reinforcement roles played by individuals. This means less reliance on mass publicity and more on reaching thought leaders in the community. Communication is a multifaceted vertical and horizontal process. This was first noted in Lazarsfield, Berelson, and Gaudet's (1948) study of the 1940 presidential election, when ". . . it became clear that certain people in every stratum of a community serve relay roles in the mass communication of election information and influence." (1948) To communicate effectively, more attention must be paid to the group, its grapevine, and particularly its leaders. (194).

Gaining acceptance of an idea is more than simply beaming it to an audience through a mass medium. Cutlip & Center propose that to illuminate, communication must be aimed with the precision of a laser beam, not cast in all directions in the manner of a light bulb. In his "concentric-circle theory," Roper, after nearly thirty years of opinion research,

formulated a hypothesis that assumed ideas penetrate to the whole community very slowly through a process similar to osmosis. This idea assumes American society can be stratified and emphasizes the importance of opinion leaders to disseminate information in the public relations process. The theory generally is in sync with the findings of Lazarsfield, et al. The rate of flow in the transmission and acceptance of ideas could be explained by many factors, including diffusion. (Cutlip & Center, 195).

Diffusion is the term given the process by which new ideas are spread to members of a social system. The stages include (1) awareness: a person learns of the existence of the idea but has little knowlege of it; (2) interest: a person seeks more information and considers its general merits; (3) evaluation: a person weighs the merits for his own situation; (4) trial: a person actually applies the idea; (5) adoption: if the idea proves acceptable, it becomes part of a person's life. (Cutlip & Center, 197) Although it is the individual who goes through this process, the information is sent to the system as a whole.

Communication theorists today often look at organizations as "systems." A system is an organized set of interacting parts or subsystems. Each subsystem affects the other subsystems as well as the total organization. Grunig & Hunt see public relations as an organizational subsystem, where practitioners support other organizational subsystems by helping them to communicate across the boundaries of the organization to external publics and by helping them to communicate within the organization. (8-9) Grunig (1976) cites Bertalanffy's general systems theory (1968) as a reason to believe there may be similarities between the behavior of individuals and the behavior of other systems. Westley (1966) is cited as pointing out a number of instances in which individual-level theories (congruity and dissonance theories) have been applied at the interpersonal and community level. Systems

are generally defined as a "whole" which consists of a set of interrelated elements, each of which affects every other element. Thus, a system may be viewed from any of several possible levels of analysis, such as the individual, the dyad, the small group, the organization, the public or community. Systems are distinguished from their environment by a boundary. (Grunig, 2). The goal is to penetrate the system boundaries and reach all subsystems, thus reaching individuals.

In communicating to groups of people, Cutlip & Center propose four fundamentals that a communicator must keep in mind: (1) The audience consists of people who live, work, worship, and play in the framework of social institutions in cities, suburbs and villages. Consequently, each person is subject to many influences, of which the communicator's message is only one; (2) People tend to read, watch, or listen to communications that present views of the world with which they are sympathetic or in which they have a deep personal stake; (3) The mass media create their separate communities. For example, those who read newspapers constitute a community separate from those who depend on TV for their news; (4) The mass media do have a wide variety of effects on individual behavior, not all of which are measurable. (201-202)

Pember (1983) would concur, yet asserts that many theories on the flow and impact of information are considered out-of-date by many researchers. The basic theoretical premise applied by many communication scholars today is that the audience is composed of individuals, and not all of these individuals will respond the same way to the same communication. He cites W. Philips Davison in Public Opinion Quarterly (1959): "The communicator's audience is not a passive recipient - it cannot be regarded as a lump of clay to be molded by the master propagandist. Rather, the audience is made up of individuals

who demand something from the communicator to which they are exposed, and who select those [messages] that are likely to be useful to them." (300).

In summary, for communication to be effective, it must result in the desired behavioral objective. For many theorists, persuasion is the cause-effect bond between a given communication and the observed attitude change. The purpose of the message needs to appeal to one or more of the basic human motives. Effective communication must be designed for the specific audience. The paradox is that although mass communication is a ubiquitous and multi-faceted approach to reaching most of the people most of the time, individuals are the ones who ultimately make the decisions. In formulating a community relations plan to reach the potential adult learners, educators may need to simplify their community relations by bringing their audiences closer, with more informal, personalized communication strategies that are designed for each sub-community or subsystem.

Education (Knowledge and Learning) as a Product

How does education use the techniques of marketing and public relations? What is it that the community colleges are "selling?" Is it knowledge as an intangible product, or the experience of learning? Is the product more important than the process? What will education get you? Why should you return for more education? How will education (more knowledge or skills) make a difference in your personal or professional life? What kinds of messages do we give our community about the importance of education? Are colleges "selling" or simply providing a state-mandated service that the community demands?

Marketing is a derrogatory term for many, conjuring up visions of charlatans who use unethical and irresponsible techniques to coerce us into buying products we don't need.

Marketing, even at a community college, is often regarded as a manipulative activity. The authors of "Marketing: A Definition for Community Colleges" (1981) from New Directions for Community Colleges see it as a means by which a community college can define its existing and potential markets, assess the market's needs, determine the community's degree of familiarity and satisfaction with its programs (product), as well as its perception of what the college's mission should be, and then position itself favorably. The community college operates to serve the educational and employment needs of the community in which it is located. Today's colleges are struggling with classic marketing problems of changing buying patterns and increased competition. (Kotler & Goldgehn,5) And the success of marketing is not just measured by increased enrollment. Kachenberg (1972) simplifies the definition of marketing as a process of "determining and meeting customer needs." (Creamer & Akins, 82) Rather than being directed toward "quick sales" (i.e. an immediate rise in enrollment), marketing by this definition is oriented toward the future for the purpose of reacting to both present demands on the college and anticipating future demands. In the educational setting, this use of the word implies a process of adapting to the constantly changing needs of students, professionals, and the community. (82) The promotion process is only the "tip of the marketing iceberg." (Kotler & Goldgehn, 7).

Kotler & Goldgehn see marketing as an organized approach to selecting and serving markets and outline an 8 step process, which includes the crucial steps of defining the mission of the college and identifying publics, or distinct groups and organizations that have an actual or potential interest or impact on the college. The implementation of a marketing orientation in community colleges is expected to create the following benefits:

* Colleges will be much more sensitive and knowledgeable about community education

needs;

* Colleges will abandon the attempt to be all things to all people and will seek differentiated niches in the market;

* Colleges will be quicker to develop services and programs in which they have a competitive advantage or distinctiveness to offer;

* Colleges will create more effective systems of distributing and delivering their programs and services;

* Colleges will develop more creative approaches to pricing;

* Colleges will create more student, faculty, and administration satisfaction. (Keim & Keim, 7 - 12)

In Kotler's Marketing for Nonprofit Organizations, (1975) three distinct marketing strategies are analyzed: (1) undifferentiated, which is "mass marketing" without regard to segmentation; (2) concentrated marketing, which divides the population into significant groups but concentrates only on one segment; and (3) differentiated marketing, or dividing the population into groups based on specific needs and adapting to basic marketing strategies to match these needs. (Keim, 56) Contingent upon the college's resources, differentiated would be the ideal approach.

In "Marketing Strategies for Changing Times," (1987) the authors cite examples of how community colleges have been able to cope with changes in the two most rapidly changing markets: students and employers. The theme of this journal is "Succeeding in a Changing Market." The marketing concept is simple: the goal of a college is to attract and keep students, and the challenge is to widen the appeal of the product offered. To be successful the strategic planning must be customer-oriented; i.e. adapting to the needs of

their prospective students. Successful market research techniques, which have traditionally been used by business, provide educators with tools that allow them to systematically follow the demographic changes, shifting student preferences, and increased competition that affect all two year colleges. The college must also make the community aware of the relevance of its programs if it is to remain financially sound and educationally flexible. Proactive public relations [marketing] involves a deliberate effort to project an image of the college that can change public attitudes and win community support. (Wilms & Moore, 1-103)

Stephen Eckstone, owner of a Los Angeles advertising agency that specializes in community college marketing, sees the situation as "...not unlike what Coca-Cola would do to introduce a new product. It's not enough anymore just to wait for people to come to you. You now have to go to them with a product tailored to that particular segment." (Campbell, 1986) According to the Los Angeles Times (1986), school officials are pursuing the "adult learner" with more vigor in face of the declining traditional student enrollment nationwide. Community college public relations specialists say the marketing methods are working. In 1986 there were about 4.8 million students in the nation's more than 1,200 community colleges, up 2% from the previous year, according to the American Association of Community and Junior Colleges. (Campbell, 1986)

Just as community relations is essential to the success of business, it is just as crucial to community colleges. The theme in "Designing Programs for Community Groups" (1987) is the idea that education can serve not only individual learners and the broader, collective society, but also the specialized interests of organized community groups. The authors suggest that a new approach recognizes the community as the center for the existence and operation of a myriad of groups -- ethnic, social, political, cultural, and others oriented

differently in their purposes and views. (Martorana & Piland, 1-3) The new community college will attract adults whose education will enable them to become part of a global or world community. (Eskow, 19) Cooperating with the diverse community groups will ensure economic development, which is defined as the leadership activities designed to retrain, recruit, and create jobs for the citizens of the area. (Borgen & Shade, 43-44) There is an increasing interdependency among all sectors of a community and the urgent need for effective communication to address business, as well as individual, needs. (Borgen & Shade, 56) An educational institution needs to know the territory or contours of a community in order to better serve all its constituencies. The community-based education concept is the philosophy that education needs continue throughout life, and that programs focus on learning, not necessarily on degrees, credits, and credentials. (Palmer, 96)

For example, in "Developing an Older Population Program," Demko (1979) recognizes that there is a need to market specialized programs to appropriate groups of senior citizens by knowing the network of older people in the college district, with its diverse information and delivery systems. (7) Bellis and Poole advocate the establishment of a Gerontology Center. (Walsh, 22)

The contributing authors of Improving Relations with the Public (1977) give an overview of ideas and practices that should enable colleges to reassess and develop strategies for relating to the community through both formal and informal programs. One of the basic assumptions is that everyone in the community college is reponsible for communicating with the public. A model public relations campaign reflects the institution's purpose and clarifies its mission. Public relations is considered college relations, public information, public affairs, and how the information is disseminated. The communications

require planning, management, and personnel who will use a variety of tools and resources to provide information for citizens who will then make a choice whether or not education is important to their well-being. (Bender & Wygal, 2) The authors assert that one reason many consumers may not be served is that they are difficult to reach and do not respond to the generic information distributed by the traditional community college. Higher learning may be perceived as unobtainable, and efforts to reach certain publics have been sporadic and relatively unsuccessful. This special-needs clientele, or "break away" segment of our society, has remained educationally untouched by traditional mass media methods. The authors recommend innovative approaches to community relations. (Keim, 24)

The 1984 NASPA Journal is dedicated to adult learners, and Leach's article on "Marketing to Adult Populations" summarizes a marketing model as identifying customer's needs, developing a systematic plan of response, and assessing the impact of the plan. A well-planned enrollment management plan will reduce attrition, and make college services more responsive to the needs of adult consumers. A crucial element is the marketing segmentation which must identify homogeneous groups of potential adult students with common educational needs. (9-16)

In planning effective messages about education, Aslanian & Brickell (9180) state that adults may not see the benefits for themselves in learning in formal institutions, and those who may be most in need of learning - the disadvantaged and minorities - are least engaged in it. They feel that adults need to be made aware of how education is one tool which can help them cope with major life changes, and that [for many people] higher education is equated with higher incomes and occupational levels. (117-132)

Silberg (1985) conducted a study at Prince George's Community College in Maryland

to determine the relationship between the age of the audience and the effectiveness of marketing techniques in attracting students to a community college. Students in different age categories were given a questionaire to determine why they chose the school, the impressions they had of the college before enrolling and while enrolled, the publications which were most familiar to them, and their assessment of the marketing strategies. Her review of the literature both supported and opposed the use of marketing by a postsecondary institution. Those opposed were concerned with the negative impact of an unprepared marketing plan. Silberg states that the negative attitude toward marketing of community colleges is that they often present the image of "being all things to all people" which they cannot possibly do, because of lack of resources. There was a concern that "most campuses see bodies and bucks as more important than student welfare." The concern for community colleges is that there will be more nontraditional (older) students who will attend only part-time, which will put a burden on student services, but not generate additional funding to the colleges. Many of the authors cited agreed that colleges need to develop a systematic approach to recruitment. There was a need for a comprehensive communication program developing multilingual promotional materials that address specific needs of individuals and groups. Although direct mailing was found to be the most effective technique for Prince George, the "shotgun" approach was to be avoided. (1-87)

Grunig's situational theory of public relations was applied to Silberg's study. (Grunig & Hunt, 1984) The theory states that the communication behaviors of publics are best understood by how the members of the publics perceive different situations. In his model, there are three major independent variables: problem recognition, constraint recognition, and the level of involvement; and two dependent variables: information seeking and

information processing. In problem recognition, "People do not stop to think about a situation unless they perceive that something needs to be done to improve the situation." (148-152) In the case of Prince George's Community College, non-students may not be interested in any of the college's marketing tools, unless they perceived their situation as one in which they needed to return to school. The constraint recognition is "the extent to which people perceive that there are constraints - or obstacles - in a situation that limits their freedom to plan their own behavior." In the case of a community college, some of these constraints might include inconvenient scheduling of classes and lack of services. (Silberg, 1-87)

As a result of a survey conducted by the University of California, Davis, four general factors suggest a method of organization for a recruitment plan aimed at the re-entry student. The main categories of reasons and goals that influence re-entry are intellectual altruism, or a social/philosophical goal to have an opportunity to help others, and to satisfy a desire to know; career orientation, or a desire to reach personal goals and an opportunity for a secure future; job independence motivation, or the opportunity to work on your own and to make a name for yourself; and personal development, or an adaptation to a transition period and to engage in social activities. (Smith & Domingo, 1985).

In 1986, the California Association of Community Colleges (CACC) formed a Commission on Public Relations to develop a resource guide for model marketing plans. They included sample plans from Grossmont-Cuyamaca, Florence-Darlington Technical College, Bakersfield College, and Eckstone & Associates. More than 62% responded to their survey of community college outreach and marketing programs. Of these respondents, 52% had some form of recruitment committee and 14 had a written plan. The report is

based on materials, reports, and techniques compiled by the task force and reflects growing trends in contemporary postsecondary education marketing. Strategic marketing was emphasized and defined as: developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities.

Reisser (1980) defines "recruit" as "to furnish or replenish with a fresh supply; renew; restore health or strength." She asserts that if colleges want to serve adult learners they cannot continue to structure their recruitment and admissions procedures as they have traditionally done in the past. Colleges that have taken systematic steps to respond effectively to the learning needs of diverse adults have reaped benefits beyong the increased FTE (full time enrollment); adults share their experiences and bring new ideas to the classroom, faculty develop new modes of teaching which benefit all students, and the system becomes more flexible. (47-56)

Once a college works hard to attract/recruit the students, why not try to keep them there? In "Marketing the Program," attrition has been loosely defined as friction between the student and his [her] environment and retention was viewed as the opposite. According to the authors, dropouts were characterized as students who were experiencing difficulties in college so they left school. Conversely, persisters were described as students who remained in college. Their overall conclusions were that students were likely to persist in college if (1) they had positive perceptions of the institution; (2) they were succeeding academically; and (3) they were fully integrated into the social and academic systems of the college. There are many strategies available for institutions to utilize in improving their retention rates, thus improving the quality of community college education. (Keim & Keim, 89-97)

In the Sacramento City College's 1985 report, A Community College Response to Improving the Retention of Students, Noel and Beal (1980) are cited as identifying four student types which identify how students attend college: (1) the stop-out, or the student who leaves the institution for awhile and then returns, which is a common pattern replacing (2) the persister, who continues enrollment without interruption; (3) the attainer, who drops out prior to graduation, but achieves a particular goal; and (4) the drop-out who leaves the college and never returns. The college feels that improving retention is a key institutional priority.

The Early Start Program (ESP) at Sacramento City College is an example of a successful recruitment/retention model, which is designed to provide high risk high school students with an early start toward their education; it is a formalized program which enhances academic preparation for under-represented minority students by acclimating them to the college environment and reducing dropout rates. Components include classes on self-esteem, hands-on experience with computers, tutoring, and mentoring.

Hilligoss (1989) conducted intensive interviews, supported by survey research and a review of the literature, to analyze retention reates of AFDC students at Sacramento City College. She found that ". . .a returning student's definition of an academic experience is far more significant than the institution's concept of the experience." She states that there are ways to create a sense of community within the college for supporting re-entry students, and until there is an administrative commitment to better staffing, services, and facilities, many people will "...feel alienated from the opportunities which are reputed to be available to everyone in this country." Hilligoss recommends dividing student services into two areas: Academic Counseling and College Support Services.

A national survey, "Attracting and Retaining Adult Learners," focused on 205 college programs and services that have been successful in recruiting and supporting adult learners. (Levitz & Noel, 1980) Other similar research studies and models include Greer (1981) and Tang (1981).

In the literature there are numerous college reentry recruitment plans based on institutional research. These models include Lucas, 1986; Smith & Cavusgil, 1984; Loseth & Moreau, 1988; Rinnander, 1977; Gross, 1983; Duvall, 1987; Koltai, 1985; Donsky, 1986; Pitt Community College, 1985; Kaufman, et al, 1982; and Kelly, 1988.

Gollattscheck's (1981) caveat is that without careful planning and implementation [of these recruitment plans], directly related to the clear goals of a college, a wide diversity of students attracted to the organization through marketing can bring unwanted changes that result in stress within the institution, placing a burden on faculty, staff and students, and between the institution and its community. (99 -105) Expected outcomes from marketing are changes in the student population with demand for more services and programs. Others have questioned the function and role of the community colleges. (Vaughn, et al, 1980) Once the college is successful in recruiting re-entry students, how will it handle this influx?

ReEntry Programs

In community colleges, the nontraditional re-entry student is fast becoming the traditional. In "Reentry Education Revisited: Theory and Practice," Lockhart (1979) states that the concept of reentry education has been endorsed by many educators interested in exploring new directions toward educating the masses. These new directions offered more intensive educational and social services to educationally disadvantaged persons, including

women, minorities, the poor, the elderly, and the physically disabled. These new students brought with them special needs, and college campuses across the nation responded by providing specialized programs and services. In support of the movement to serve this new clientele, local, state, and federal educational agencies provided financial assistance to worthy college programs that addressed the needs of this diverse and growing student population. (49-54)

A pioneer in establishing reentry programs was the De Anza Community College Reentry Educational Program in Cupertino, California, which came into existence during the summer of 1970 as a result of a Consumer-Homemaking Education short course, "Learn More - Spend Less." The purposes of this course were to recruit adult women from the community who had limited educational backgrounds in order to introduce them to the college, its function, and its services, and to determine how the college could best be adapted to serve their special educational needs. Assisted through funds provided by the Higher Education Act of 1965, supportive services such as counseling became a crucial component in keeping student attrition low. The project gained nationwide fame as an innovative education model and was replicated throughout California. An article by Dru Anderson (1974) stated that WREP (formerly called Women's Reentry Educational Program) was turning out a new breed of consumer, one who considered the acquisition of education equally important to the acquisition of goods and services. Anderson credited the program's success in assisting many women to maximize their potential, thus providing a vehicle by which they could enter the mainstream of academic life and society. (Lockhart, 49-50)

Orientation is crucial for re-entry students. Lockhart continues, "Personal contact is

established between the re-entry staff and the prospective student. Individuals contemplating a return to school often need extra support, encouragement, and some indication that the educational system can provide an interpersonal environment. Many prospective students have turned their backs on education as a vehicle by which they can make changes in their lives. Too often the institution is perceived as a place of isolation from and apathy toward individual circumstances. This is especially true for persons who have been removed from formal education for a number of years, or who have never been exposed to higher education. For these reasons personal contact is important before the student's actual enrollment in the program. Institutional personnel must show that they believe in the value of education and empathize with the student's personal circumstances. Caring personnel are the key to any recruitment effort." (51)

In her research, Hilligoss (1989) found that the most effective reentry programs in California had a strong commitment from their districts for funding, personnel and facilities. The Women's Re-entry Program at Napa Valley College, the Women's Center at Diablo Valley College, and the Re-entry Center at Mt. San Antonio College were cited as the best examples. (13-15)

As with many current re-entry programs, Sacramento City College began as a Women's Center in 1977 in order to meet the needs of the increasing number of women returning to school. The Los Rios Community College District's Ten-Year Trends (1988) show that women continue to constitute a majority of the district's students, an increase to 58% in Fall, 1987. The implications for planning include more convenient scheduling of classes, more short-term classes and programs, increasing programs targeted for women, expanding child care and financial aid, and focusing on non-traditional job training

opportunities. Sacramento City College's Comprehensive Re-entry Services Plan includes an extensive community relations and recruitment component. (White & Smith, 1988)

According to Warriner (1983), historically re-entry programs have existed for twenty years. She cites Mangano & Corrado (1980) as stating that the reason colleges have been slow to formalize their re-entry offerings is the great diversity of older students. The dropout rate of re-entry students suggests that older students have lower tolerance for barriers and frustrations.

To help in the process of developing effective programs for adults, Zwerling (1980) looks at motivational typologies and cites Morstain & Smart's (1975) five categories of adult learners: nondirectional, social, stimulation-seeker, career oriented, and life change. (96)

There have been numerous other research studies on meeting the unique needs of re-entry students, their adaptation to the transition of college, and implications for planning services. These include career development (Griff, 1987); the innovative Second Chance Program (Burke, 1987); displaced homemakers (Swift, et al, 1987); adapting career services (Brock & Davis, 1987); re-entry women (Glass & Rose, 1985); AFDC recipients (Hilligoss, 1989); education and transitions (Hansen-Murphy, 1987); older students (Meers & Gilkison, 1985); adult undergraduates (Sewall, 1984); orienting students (Heretick & Doyle, 1983); New Start Program (Winchell, 1987); scheduling classes to conform to adult life-styles (Thompson, 1985); needs and attitudes of non-traditional students (Hu, 1985); developing as a person and as a learner (Steltenpohl & Shipton, 1986); and dealing with interrupted education (Lynton, 1986).

In considering the future of re-entry programs, Brootkowski (1989) substantiates why these programs are ideally suited to provide comprehensive services for older students,

especially women. A re-structuring of the community college re-entry programs can strengthen California's Master Plan for Higher Education commitments of equal access and services for returning students. In her review of the literature and in depth research study of three community college re-entry programs, Brootkowski found that (1) the programs which had been in existence since the early 1970's had changed dramatically; (2) there was no "typical" re-entry program, each one was individualistic in both organization and functions; (3) financial and administrative support was usually non-existent or inconsistent. (7) "One of the major shifts that programs have witnessed is a shift from a feminist orientation as a women's program or center to one that accommodates both men and women." (21) Brootkowski recommends a re-structuring and re-definition of re-entry programs as non-traditional students become the majority on campuses.

Conclusion

A review of the literature indicates a need for a well-planned, comprehensive college outreach and recruitment program, as well as the crucial role ReEntry programs provide in supporting and retaining returning students. The statistics and trends indicate that more community college students will come from what we now consider nontraditional populations. There have been numerous studies and surveys conducted to substantiate the needs, expectations, and diverse characteristics of this population. The research also supports a college community relations plan that is more than just marketing or selling education; it is a holistic, multi-dimensional communication plan which includes open access; segmenting community groups in order to custom-design messages with more personalized public relations strategies to reach specific populations; ongoing research and evaluation;

and the designing, coordinating, and implementing of ongoing support services for retention.

The book In Search of Excellence chronicles the story of companies that provide not only quality and reliability of products, but outstanding service. Promoting customer satisfaction is also a goal of education, and can be accomplished by looking at innovative, nontraditional ways to provide excellence in service. Retention is one dimension of service management. The components of service management include a philosophy that focuses on meeting each student's needs, the provision of timely and quality responses to these needs, organizational flexibility, and staff training, motivation, and accessibility. (College Board, 1987: 49)

To successfully recruit and retain re-entry students requires not only a collaboration between Sacramento City College and its community, but administrative commitment and support for a campus-wide campaign to shift resources and focus to meet the immediate and future needs of these students. If older students are to be served, services and programs for recruitment and retention need to be reviewed, re-evaluated, and re-prioritized. Of all existing institutions, community colleges are the most appropriate environments for the development of innovative programs. There is an obligation to reach out to special populations and develop programs to meet their particular needs and provide viable options for fully utilizing their unique abilities and skills (Walsh, 88-89)

Recommendation

An innovative and logical approach to a comprehensive community relations campaign would be a re-structuring and expansion of the college re-entry program. I propose a New Start Program (NSP) for adults that is a counterpart to the Early Start

Progam (ESP) for high school students. ReEntry can work with the admissions office, community education office, community relations and outreach committee, student services, instructors, Public Information Officer, and community groups in creating, coordinating, and implementing a model outreach/retention/recruitment plan.

The future is a partnership between Sacramento City College ReEntry Services and other campus departments to meet the needs of the multi-faceted community segments of returning students. By adapting and responding to the changing constituencies, limitation of resources, funding constraints, and the political, demographic, economic, business, social, and technical trends in Sacramento, the college will be distinctive in both its message(s) and mission.

PROJECT DESIGN

Description of Project #1

A comprehensive community relations plan will be designed based on other college recruitment models and re-entry programs, to be incorporated into Sacramento City College's overall marketing plan. This plan will include:

* Sacramento area demographic and economic statistics;
* the goals and mission of the college and District;
* District and college survey results, trends, and implications for planning;
* Cost analysis;
* Staffing and facilities requirements;
* Community Education Outreach models and proposals

OR

Description of Project #2

Based on professional and personal experience (coordinating a re-entry program, extensive public & community relations background, and as a re-entry student in a Masters program), extensive reentry research data, and Los Rios Community College District survey summaries, demographics, projections, trends and statisitcs, I will write and produce a video in cooperation with the college's Media Services. The purpose will be to inform community groups and students about re-entry education and promote Sacramento City College. The format will consist of interviews with reentry students, faculty, counselors, staff, administrators, the President, as well as an historical overview of the college and facts about returning students.

RE-ENTRY VIDEO PROPOSAL

The purpose of this video is to focus on the unique concerns of students who are returning to school after an absence, or an interruption, in their education. In order to address these concerns and help alleviate their anxieties, Sacramento City College can build a relationship with these students by easing their transition back to school.

Ideally, this video will:

* augment the Student Matriculation Process
* enhance the Orientation process (this will not duplicate the Orientation slide show)
* increase awareness of characteristics of re-entry students
* create a sense of community and camaraderie amongst re-entry students
* be utilized as a community relations and outreach tool for recruitment
* focus on the unique needs and concerns of re-entry students

HIGHLIGHTS OF VIDEO:

* THE FACTS: statistics, demographics, projections, and trends (in California, Sacramento community, and Community Colleges)
* CHARACTERISTICS: of re-entry students -- who they are
* STRATEGIES: what re-entry students do to succeed
* INTERVIEW: Chancellor talks about Los Rios trends and support
* INTERVIEW: President talks about Sacramento City College population facts
* INTERVIEWS: Counselors and/or staff: "What kinds of problems these students encounter. . ."
* INTERVIEWS: Faculty: "Why re-entry students make the best students. . ."
* INTERVIEWS: Re-entry students: "Against All Odds" success stories, role models
* CAREER EXPLORATION AND PLANNING: tips, job market trends, and encouragement to explore non-traditional options
* STUDENT SERVICES: what support is available to help them succeed
* COMMUNITY SERVICES: referrals; how to obtain low cost counseling, healthcare, legal services, etc.
* ENCOURAGEMENT: to network and interact with other re-entry students
* CHILD CARE: overview and status
* SUPPORT GROUP: assertiveness training, relationships, time management, stress management, etc.
* BENEFITS OF COLLEGE: increase earning power, obtain marketable skills, enhance self-esteem, make new friends

THE UNDERLYING MESSAGES:

* Sacramento City College provides low cost, quality education

* Sacramento City College can provide re-entry students with the skills to establish their intellectual worth, individuality, and competitive career options
* Sacramento City College can help ensure successful life and career transitions
* There is a positive correlation between the level of education and paid employment
* We want you to succeed and we will do whatever we can to support you and help you to realize your educational, vocational, and personal goals
* We want students to experience heightened self-confidence, sense of self-worth, and motivation to work towards a better job, a new career, and a new life
* The rewards are worth the effort -- it takes a lot of courage to make that first step back to school
* Students have much to gain, but also much to contribute, as a result of life and work experiences, maturity and motivation
* Re-entry students bring a different perspective into the classroom and are a beneficial influence on younger, less-experienced learners
* You will fit right in. You belong in college
* STICK WITH IT! -- it may seem overwhelming, but it's worth it!

APPENDIX A -- TIME LINE

Project #1 -- Comprehensive Community Relations Plan

Review of the Literature	12 weeks
Prospectus	8 weeks
Comprehensive Plan -- first draft	12 weeks
Review of Plan by ReEntry Advisory Committee, SCC Community Relations & Outreach Committee, and Communication Studies Graduate Committee	4 weeks
Second Meeting of Advisory Committees Review, Feedback and Revisions	4 weeks
Present second draft of Model for review	2 weeks
Finalize Model Plan	4 weeks
Submit copies to SCC President, PIO, and Administration	
TOTAL ESTIMATED TIMELINE	46 WEEKS
Projected Completion Date (before I die!)	Summer, 1991

APPENDIX B – BUDGET

Estimated expenditures for Project #1:

Photocopying of literature	$ 200.00
Documents ordered	100.00
Printing and Binding	200.00
Miscellaneous Expenses	50.00
TOTAL ESTIMATED COSTS	$ 550.00

Estimated expenditures for Project #2:

Writing the script	.00
Script revisions	.00
Other pre-production	.00
Filming, videotaping	.00
Post-production (editing, voice over, music)	.00
TOTAL ESTIMATED COSTS	$ .00

This project will be done in cooperation with Sacramento City College's Media Services

APPENDIX C -- CONCEPTUAL DEFINITIONS

Enrollment management: involves the planning, coordination, and integration of traditionally independent collegiate activities associated with recruiting, enrolling, and retaining all students.

Marketing concept: customer orientation backed by coordinated marketing aimed at generating customer satisfaction as the key to satisfying organizational goals; planning the marketing of the "product" on the basis of the target consumers' needs, preferences, and decision processes.

Marketing management: the analysis, planning, implementation, and control of programs designed to bring about desired exchanges with target markets for the purpose of achieving organizational objectives.

Segmentation: refers to the identification of, and communication with, particular submarkets, that have similar characteristics.

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